

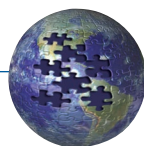
International Education Recommendations

Global Literacy for Wisconsin

International Education Council



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Elizabeth Burmaster, State Superintendent



International Education Recommendations

Global Literacy for Wisconsin

Table of Contents

Letter from Governor Doyle	2
Letter from State Superintendent Elizabeth Burmaster	3
Why is International Education Important?	4
Evolution of International Education Council Recommendations.....	5
Summary of International Education Council Recommendations.....	6
Recommendations.....	7
Statewide International Education Council Mission	14
Statewide International Education Council Members	15
International Education Summit Sponsors	16
Comment Form	17



JIM DOYLE
GOVERNOR
STATE OF WISCONSIN



Through my service in the Peace Corps and as Governor, I have had opportunities to visit many nations, meet heads of state, and comprehend the enormous diversity that characterizes today's world.

I want our young people to have similar opportunities to learn more about world regions, study a world language, and work on projects together with peers from other cultures. Likewise, we must provide our teachers, business leaders, and citizens with greater opportunities to build networks and relationships with other nations and people from other cultures. Such efforts will better position the state of Wisconsin to succeed in the 21st Century economy and prepare our citizens to live and flourish in an increasingly multicultural world.

I invite your consideration of these recommendations from the state's International Education Council. The recommendations provide an excellent starting point for schools, businesses, and the state to consider how to expand global opportunities within the state. Identify those that you or your organization can work on so they become a reality in Wisconsin. You will find a willing partner in my office in working to improve the quality of international education.

A handwritten signature in black ink, reading "Jim Doyle".

Jim Doyle
Governor



State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent



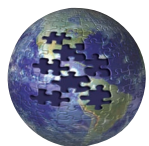
I am very pleased to share with you recommendations forwarded by the International Education Council.

They are ambitious just as all of us must be, if our children are to meet the challenges of the 21st Century. This is a world where billions of us share the same planet, must share its resources, must understand diverse ways of thinking, and must govern ourselves in an enlightened manner.

I welcome your input about the recommendations that inspire you, and those which you are particularly interested in moving forward.

I thank the members of the International Education Council, members of the four International Education Regional Leadership Alliances, and the hundreds of educators, business leaders, and community representatives who put work into this important document.

Elizabeth Burmaster
State Superintendent
Chair, International Education Council



Why is International Education Important?

Bringing the World to Wisconsin

Dynamic forces are bringing the world to students in Wisconsin in ways once inconceivable to their parents and grandparents. The information revolution, technological advances, economic globalization, changing immigration, and military and political policies impact the daily lives of Wisconsinites in ways great and small.

More than merely gaining a school diploma, today's students need a passport to the world. They need to be able to work in, travel to, and most importantly, be able to understand the thinking, the arts, and the values of people oceans away. They must be able to reach out to new neighbors, to envision new models for schools and communities, and to tackle large problems across borders. In short, today's students need to become globally literate.

What does it mean to be "globally literate"?

Globally literate students can:

- **Speak one or more languages in addition to English**
- **Train for high skill jobs in the US or abroad**
- **Find ways to travel, explore, and be creative in a culture other than their own**
- **Evidence curiosity and compassion for people of other cultures**
- **Solve problems by working together with others in a diverse workforce**
- **Appreciate and protect the arts and nature in many places on earth**

If we wish to create a lasting peace, if we want to fight a war against war, we must begin with the children.

– Mohandas K. (Mahatma) Gandhi, 1869-1948

Why should we "internationalize" our schools?

International education:

- **Awakens students' awareness of the world**
- **Fosters creativity, critical thinking, and problem solving skills**
- **Develops communication skills through world languages**
- **Teaches skills for responding to conflict**
- **Combats student disinterest and apathy**
- **Instills an early sense of human rights**
- **Encourages attention to current events**
- **Models how to live respectfully in a diverse nation**
- **Builds bridges between schools and community**
- **Nurtures global competency in future elected officials**
- **Contributes to national and economic security**
- **Promotes appreciation for one's own country**
- **Fosters citizenship at a deep and profound level**

Join the challenge of creating globally literate citizens for the 21st century!



The Evolution of International Education Council Recommendations

The Beginning:

In the fall of 2002, Governor Jim Doyle joined State Superintendent Elizabeth Burmaster to create Wisconsin's International Education Council. Both were concerned about education's response to rapid global changes and the seriousness with which governments in other countries were taking the challenge of creating world-class, highly competitive education systems. Would Wisconsin schools lead or be left behind?

The Council Members:

International Education Council members consist of PK-12, public and private university and technical college education leaders as well as representatives of business, labor, government and community groups. The Council immediately created four Regional International Education Alliances to connect with grass-roots efforts throughout the state, inviting individuals active in on-going global projects.

The Summit:

In January 2005, International Education Council members, Regional Alliance members, and other interested persons were invited to Wisconsin's first International Education Summit. Almost 300 persons attended to discuss needs and challenges for facing global realities. Recommendations contained in this booklet resulted from the Summit discussions and the input of the Council.

The Future:

The International Education Council hopes to bring the recommendations to the attention of many different groups in Wisconsin, to generate discussion and debate, to seek the adoption of various action items, and to identify relevant legislation, policy, funding, and enthusiasm to change perceptions and bring global opportunities to more students and schools in the state.





Summary of International Education Council Recommendations

I. Global Literacies for All Students

1. Introduce legislative language to support global curriculum and international programs at the PK-12, technical college, and university levels.
2. Develop global curricula and connections across the PK-16 curriculum.
3. Promote public and private college international studies outreach centers as PK-16 and community resources.
4. Initiate academic credit for heritage language learners.
5. Increase the number of students from Wisconsin who study abroad.
6. Increase the number of students from abroad who study in Wisconsin.

II. World Languages for All Students

1. Improve world language proficiency of PK-16 students.
2. Expand offering of languages in PK-16 schools.
3. Develop a Wisconsin language corps to address teacher shortages and under-utilization
4. Develop materials and resources to support language learning.
5. Expand world language offerings at the elementary level from current 10% of Wisconsin school districts to 50% by 2020.
6. Propose funding for a major elementary world language initiative.

III. Global Training for all Teachers

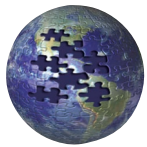
1. Address the internationalization of teacher training at universities.
2. Promote international content for teacher license renewal.
3. Provide teacher training in technologies to connect classrooms.
4. Establish a Wisconsin International Scholars (WIS) Program.
5. Expand elementary teacher support of world language learning.

IV. Intercultural Experiences for All Citizens

1. Assess every community's international and multicultural capital.
2. Acknowledge the arts as a centerpiece for international connections.
3. Make sports and athletics an important international avenue.
4. Expand the number of citizens participating in Wisconsin's sister-city, sister-state and global outreach programs.
5. Create in-state cultural exchanges for students and citizens.

V. International Linkages for Wisconsin Businesses and Government

1. Create policy initiatives to link business, education, and government.
2. Articulate global needs in business plans.
3. Identify leadership companies and foundations with interest in investing in international education.
4. Increase the number of practical international experiences for students at the college and technical college level.



Recommendations

I. Global Literacies for All Students

1. **Introduce legislative language to support global curriculum and international programs at the PK-12, technical college, and university levels.**

Possible Actions:

- Identify bi-partisan support for international education initiatives and find ways to call the attention of legislators to a wide number of best practices, model programs, and awardees in their districts.
- Give legislators data on the critical links between international education and the state's economy.
- Create liaisons with the US State Department to resolve policies limiting international students, educators, and cultural groups coming to Wisconsin.
- Include educational leaders on gubernatorial and legislative trade missions and initiatives abroad.
- Develop and fund regional centers to provide training regarding specific world regions and global issues.
- Develop policy support and funding for international internships for college and technical college students.

2. **Develop global curricula and connections across the PK-16 curriculum.**

Possible Actions:

- Emphasize learning that integrates global perspectives in all disciplines through new majors, certificates, and courses that bring to each subject area information technology, world languages, intercultural skills, and regional studies.
- Evaluate current instructional content in the context of needs for the 21st century. Initiate discussions about how globalization is impacting teaching and curriculum design.



- Create incentives for instructors to develop courses incorporating team teaching with colleagues abroad or teaching content in languages other than English.
 - Add more learning activities for International and Multicultural Education on state-supported Websites including the Worldwide Instructional Design System (WIDS) website and IDEAS website.
3. **Promote public and private college international studies outreach centers as PK-16 and community resources.**

Possible Actions:

- Promote to Wisconsin educators and communities the existence of Wisconsin's high quality US Department of Education Title VI Outreach Centers for Africa, South Asia, East Asia, Southeast Asia, Central Russia and Eastern Europe, Europe, and Latin America and the Caribbean.



Global Literacies for All Students (continued)

- Provide funds and collaborative structures to expand the work of the Wisconsin International Outreach Council (WIOC).
- Develop regional outreach on international topics and world languages for Wisconsin educators and communities including summer workshops and evening and weekend courses.

4. Initiate academic credit for heritage language learners.

Possible Actions:

- Promote awareness that the home languages of the state's thousands of heritage language speakers are assets rather than deficits.
- Identify ways to showcase the languages and cultures of students through substantive activities, projects, and units. Find a way for student transcripts to reflect proficiency levels of their speaking, reading, and writing abilities.
- Emphasize the necessity of second language learning in Wisconsin's Native American and ethnic communities. Create collaborations among bilingual / ESL teachers, world language teachers, district administrators, curriculum specialists and heritage communities to promote establishment or recognition of, credit for, and assessment within "Saturday schools," language camps, and home learning programs.
- Encourage ethnic associations to give scholarships and recognition to students who have maintained heritage language and culture.

5. Increase the numbers of students from Wisconsin who study abroad.

Possible Actions:

- Increase funding opportunities and improve marketing of study abroad programs at the secondary and postsecondary level. Highlight the invaluable role of counselors and advisers in providing information on international opportunities, as students make transitions between their coursework and careers.
- Develop initiatives to encourage more students of color, low-income students, and heritage language students to study abroad.
- Add study abroad to students' transcripts, specifying name of program, name of country, and number of weeks of study abroad.
- Expand the menu of options for study abroad credit to include internships, work-study, volunteer work, service learning projects abroad, and projects within US immigrant communities.
- Recognize student participants at high school and postsecondary graduation and academic award ceremonies.
- Collect more data on study abroad within PK-16 institutions.

6. Increase the numbers of students from abroad who study in Wisconsin.

Possible actions:

- Promote awareness that expanding the number of students from abroad is one of the state's important education investments, impacting Wisconsin's economy, culture, and visibility in world arenas, as well as opening doors to life-long friendships and awareness of other parts of the world by Wisconsin students.
- Support the Wisconsin international Web portal, Study Wisconsin, to attract students from abroad to study in the state.
- Make recommendations to address marked decreases in international student enrollments in the post-9/11 atmosphere.

II. World Languages for All Students

1. Improve world language proficiency of PK-16 students.

Possible Actions:

- Develop statewide education policy that every student should study two world languages and achieve at least intermediate proficiency in one and advanced proficiency in a second world language, in concert with expectations that industrialized countries around the world have of their students.
- Open a variety of language learning opportunities, including online learning, learning in the home or community, study abroad, summer language camps, Youth Options, and collaborative language programs between high school and postsecondary institutions.
- Develop credit strategies based on multiple types of assessment.

2. Expand offering of languages in PK-16 schools.

Possible Actions:

- Promote wide public discussion of necessity of less commonly taught languages to broaden Wisconsin students' understanding of and connections with people of the global south.
- Propose creative and necessary funding alternatives for starting programs in new or less-taught languages.
- Identify funding sources from Title VI, businesses, and cultural organizations.
- Research US government documents on languages needed for 21st century careers, such as Chinese, Japanese, Arabic, Swahili, Urdu, and Indonesian.
- Collaborate with postsecondary and research institutions regarding funding, enrollments, teacher training, teacher exchanges, and articulation between the different school levels.

3. Develop a Wisconsin language corps to address teacher shortages and under-utilization.

Possible Actions:

- Maximize world language teachers' effectiveness by utilizing them to teach at multiple levels (high school, middle school, elementary).
- Promote expanded PK-12 teacher certification through summer and on-line programs.
- Research and address areas of anticipated teacher shortages on state and national level.
- Expand alternative certification programs so that world language teachers can teach a second world language and so that native speakers can learn to teach their own first language.
- Establish bi-lateral agreements with foreign universities and governments to facilitate teacher exchanges and short-term hiring of foreign teachers.
- Address the need for substantive orientation of teachers from other countries and cultures who come to teach in Wisconsin classrooms.

4. Develop materials and resources to support language learning.

Possible Actions:

- Address the need for a wider variety of materials for learning and using languages beyond a textbook.
- Develop resources through the collaboration of departments of area studies, languages, technology, and teacher education.
- Pilot technology models that support language learning, for access to authentic content and materials, assessment of communication skills, interactive practice of the language, and links to native speakers for real exchanges of information.

5. Expand world language offerings at the elementary level from current 10% of Wisconsin school districts to 50% by 2020.

Possible Actions:

- Create matching program with collaboration of legislature and businesses in local communities.
- Focus on one world language for all students in an elementary school, with continuation (articulation) and access to beginning a second world language at middle and high school.



World Languages for All Students (continued)

- Explore immersion opportunities, shown by research to optimize learning at young ages.
- Create opportunities in low income districts as well as affluent districts, since research shows that cognitive improvement is a major benefit of language learning.

6. Propose funding for a major elementary world language initiative.

Possible Actions:

- Work with advocacy groups to promote public awareness that Wisconsin students' global literacy can only be accomplished with parental support, legislative action, and curriculum adjustments within school districts and at the postsecondary level.
- Conduct a campaign targeting legislators and policy makers, business and education leaders, and media outlets to put global literacies and language learning in the forefront of public thinking and political action.
- Provide incentives for school districts to teach languages in elementary grades.
- Tap national philanthropic organizations of cultural heritage groups to support a language learning initiative.

III. Global Training for all Teachers

1. Address the internationalization of teacher training at universities.

Possible Actions:

- Establish or challenge International Education committees at colleges to assess current opportunities and address needs.
- Integrate global perspectives in all teacher education courses. Include internationalization of teacher training within the DPI teacher preparation approval and review process.
- Address disincentives to study abroad as part of pre-serving training in schools of education and at the undergraduate level.
- Create Global Studies teacher certification programs or alternatively as an add-on to other teaching majors and minors.
- Create teaching abroad programs, building upon Memoranda of Understanding and exchange programs that colleges already may have in existence with partner institutions abroad.

2. Promote international content for teacher license renewal.

Possible Actions:

- Encourage PK-12 teachers and pre-service teachers to consider world languages, global studies, international travel, and international curriculum development options in their Professional Development Plans and portfolios.
- Hold internationally-themed professional development training workshops in CESAs, at summer institutes, and at regularly scheduled conferences.
- Identify international education leadership groups and presenters for professional development workshops and initiatives.
- Establish mentoring groups who bring expertise about international issues, internationalized curriculum, and world languages to Initial Educators in their first five years of teaching.
- Increase collaboration among postsecondary institutions and international organizations to provide more study abroad and immersion opportunities.

3. Provide teacher training in technologies to connect classrooms.

Possible Actions:

- Promote online instruction and linkages as one way to bring quality instruction of world issues into the classroom and to connect Wisconsin students and teachers to classrooms abroad.
- Expand PK-12 electronic school networks such as i*EARN and IECC (all subjects) through teacher training workshops.
- Train teachers to develop their own web pages, host international discussion boards, use audio and video streams, and establish global professional networks. Provide incentives for creating and sharing such resources.

4. Establish a Wisconsin International Scholars (WIS) Program.

Possible Actions:

- Support a recommendation by the Wisconsin International Trade Council (WITCO) to provide means-tested grants of up to \$1,000 to cover the travel costs of Wisconsin teachers and Wisconsin students who are enrolled in Wisconsin institutions and who are participating in a bona fide study abroad, study tour or service-learning / internship program.
- Provide funding from State General Purpose for the WIS program.
- Divide the program in four groups: Wisconsin Postsecondary Scholars — for students enrolled in the University of Wisconsin System, the Wisconsin Technical College System, or in one of Wisconsin's private colleges and universities; Junior Wisconsin Scholars — for elementary and secondary students and accompanying teachers (mentors); Wisconsin Student Teachers — for future teachers enrolled in a teacher education program to complete their student teaching in a foreign country; and Wisconsin Teachers — for certified teachers to carry out internationally focused professional development plans for license renewal.

5. Expand elementary teacher support of world language learning.

Possible Actions:

- Promote travel abroad opportunities to all elementary teachers.
- Encourage school boards and school administrators to hire elementary teachers with a minor in a world language or world region (area studies) specialty, or with proficiency in a world or heritage language, so that schools build capacity to introduce and expand elementary language programs.
- Create summer opportunities and professional development opportunities for elementary and world language teachers to learn how to team teach.
- Showcase elementary materials focusing on mathematics, reading, and social studies in a second language and promote its importance for making cognitive connections to close the achievement gap of Wisconsin's poorest and minority students.



IV. Intercultural Experiences for All Citizens

1. Assess the community's international and cultural capital.

Possible Actions

- Find ways to highlight and utilize the local area's global capital, promoting awareness that even small communities have multiple linkages abroad.
- Provide education and government leaders access to data regarding the community's changing ethnic, cultural, linguistic, and religious demographics.
- Create lists of current cultural programs available locally and encourage schools to use ethnic and minority communities as part of their curriculum (oral history projects, cultural mapping). Identify curriculum materials that support this effort.
- Publicize service learning projects with global outreach components and with positive, "two-way" learning between communities.

2. Acknowledge the arts as a centerpiece for international connections.

Possible Actions:

- Examine current and future events sponsored by arts groups for evidence of international linkages and planning. Use sister city and college exchange connections to bring more international and multicultural music, dance, visual art, theater and children's art events to the community.
- Connect arts, education, and tourism organizations in joint international projects and promotions.
- Involve PK-16 institutions in the planning, promotion, and facilitation of international and multicultural arts events in the community.
- Encourage local art groups to undertake presentations abroad.
- Create and display art work, posters, and cultural exhibitions in schools colleges, and public and private buildings to highlight international and multicultural connections.



3. Make sports and athletics an important international avenue.

Possible Actions:

- Recognize the power and attraction of sports as an avenue for international connections and the creation of new audiences.
- Include sports practiced abroad such as Asian martial arts, international soccer, cricket, West African children's games, and Brazilian capoeira in community and school events. Include demonstration matches in sister city exchanges.
- Do advance planning to enable coaches and school administrators to send sports teams abroad.
- Welcome and acknowledge competitors from abroad who participate in Wisconsin's world-class bicycling, cross-country skiing, marathon, triathlon, and other athletic events.

4. Expand the number of citizens participating in Wisconsin's sister-city, sister-state and global outreach programs.

Possible Actions:

- Find more avenues to promote Wisconsin's sister states, currently including Nicaragua, El Salvador, Jalisco (Mexico), Chiba (Japan), Hessen (Germany), Heilongjiang (China), and Israel as well as its hundreds of sister cities and citizen-to-citizen groups.
- Expand exchanges to include more sectors of the community (medicine, biotechnology, arts, libraries, agriculture).
- Expand the number of Wisconsin citizens participating in hosting of international students and visitors and participating in crisis outreach initiatives abroad (tsunami, earthquake, AIDS intervention).
- Directly involve media representatives in every program.
- Add school-to-school partnerships to established sister city and sister state relationships, or conversely, add citizen-sector involvement to university-level student exchanges.

5. Create in-state cultural exchanges for students.

Possible Actions:

- Promote the importance and relative ease of "travel without a passport," making students and citizens aware of Wisconsin's numerous multicultural communities and events, such as Hmong-American New Year, American Indian pow-wows, and Mexican-American Día de los Muertos commemorations.



The world is like a book and those that never leave home read but one page.

~ Saint Augustine, d. 604, first Archbishop of Canterbury

- Promote for-credit, academic cross-cultural study and visits among students of different ethnic and cultural groups, focused around particular themes, using Wisconsin as a microcosm of the world's cultures.
- Link teachers' Professional Development Plans and portfolios with the requirement to teach American Indian cultures under state legislative Act 31 (tribal sovereignty).

International Linkages for Wisconsin Businesses and Government

1. Create policy initiatives to link business, education, and government.

Possible Actions:

- Collaborate with the Committee on Education of the Wisconsin International Trade Council (WITCO) and the Governor's Economic Summit in support of policy initiatives to further international study, internships, and language enhancement in grades PK-16.
- Increase visibility and collaborative efforts linking the international initiatives of government, business, and education, for example widening participation in the Governor's trade missions and interagency cooperation.

2. Articulate global needs in business plans.

Possible Actions:

- Ask businesses to articulate the communication and cultural skills and knowledge of world regions their employees need.
- Develop student awareness of international careers, highlighting connections to engineering, agriculture and dairy, technology, forestry, media, and the arts.
- Host international career fairs to connect students with future employers.

3. Identify leadership companies and foundations with interest in investing in international education.

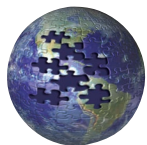
Possible Actions:

- Create appropriate avenues and tax incentives for businesses to support international programs in their area schools, technical colleges, and universities.
- Suggest that Regional International Education Leadership Alliances of the International Education Council or other appropriate groups survey local and regional businesses, organizations, and foundations that have international interests, markets or clients. Create a directory of regional international resources.

4. Increase the number of practical international experiences for students at the college and technical college level.

Possible Actions:

- Beyond traditional study abroad programs, create more job exchanges, practica and international internships for credit, both short and long term.
- Identify and address disincentives, like the time it takes to mentor an inexperienced worker.
- Approach Wisconsin companies for assistance and support.
- Create closer connections with these companies between students' training abroad and potential future employment within the company, organization, or industry.

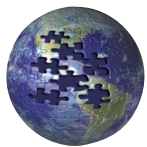


Statewide International Education Council Mission

We live at a time of increased awareness of global connect- edness. Wisconsin's citizens need to be globally literate, to understand the linkage of economies, peoples, and cultures around the world, and to function comfortably and effec- tively in languages and cultures other than their own. This is not a luxury, but a critical component of a 21st century education.

Therefore, the Governor of Wisconsin and the State Su- perintendent of Public Instruction convene this Statewide International Education Council. The mission of the State- wide International Education Council is to bring together education, business, and community leaders to create alli- ances to develop global literacies in a new generation of students, teachers, and citizens.

The Statewide International Education Council and its Regional Leadership Alliances will partner in advancing international education curriculum, expanding public awareness, promoting teacher and student exchanges, and identifying needed projects and resources. The mission of the Council is to ensure that international education is included as an integral part of state initiatives, conferences, business practices and processes, and, most importantly, in all levels of education for Wisconsin citizens. The Statewide Council will identify areas for needed policy, publicity, and funding of international education.



Statewide International Education Council Members

Roger Axtell

International Business

Julie Brilli

Association of WI School Administrators

Mary Bowen-Eggebraaten

WI Assn. for Supervision & Curriculum Development

Gilles Bousquet

UW-Madison International Institute

Elizabeth Burmaster (Council Chair)

Wisconsin Department of Public Instruction

Salvador Carranza

Multicultural Affairs, UW System Administration

Jaci Collins

WI Association for Language Teachers

Randy Colton

Wisconsin Geographic Alliance

Rosa Dominguez

Council for the Spanish Speaking

Al Durtka

International Institute of Wisconsin

Fritz Erickson

Professional Programs & Graduate Studies,
UW-Green Bay

Judith Freund

Friends of International Education, Inc.

Liam Goldrick

Office of the Governor

Jim Haney

WI Manufacturers & Commerce

Carol LeBreck

Global Links

Thaj Ying Lee

United Refugee Services of WI

Deborah Mahaffey

Wisconsin Department of Public Instruction

Richard March

Wisconsin Arts Board

Mari McCarty

WI Assn. of Independent Colleges & Universities

Terry Meyer

WI Education Association Council

Evan Norris

Academic & Student Services, UW System

Anne Pryor

Teachers of Local Culture

Rhonda Puntney

WI Library Association

Darlene Saint Clair

Wisconsin Indian Education Association

Douglas Savage

UW-System Institute for Global Studies

Shirley Sharp

Milwaukee Urban League

Ron Singer

Office of Academic Affairs,
UW System Administration

Ahmad Sultan

University of Wisconsin - Stevens Point

Jane Thompson

Janesville Academy for International Studies

Miles Turner

WI Assn. of School District Administrators

Chris Vandall

WI Technical College System

Rolf Wegenke

WI Assn. of Independent Colleges & Universities

DPI Staff: Michael George, Paul Sandrock, Carol Stricker, Madeline Ura-neck, Seree Weroha, Tricia Yates

Summit Committee Members: Geoffrey Bradshaw, Natalie French, Chris Merritt, Dianna Murphy, Rachel Weiss



International Education Summit Sponsors

The 2005 International Education Summit, during which many of these recommendations were created and discussed, was sponsored by the following organizations:

Department of Public Instruction

Elizabeth Burmaster
State Superintendent

Office of the Governor

Jim Doyle
Governor

Statewide International Education Council

In collaboration with

The Asia Society

The Longview Foundation

The American Forum for Global Education

American Association of Teachers of Spanish & Portuguese – Wisconsin Chapter

Association of Wisconsin School Administrators

Friends of International Education, Inc.

Global Links

International Institute of Wisconsin

Milwaukee Urban League

United Refugee Services of Wisconsin

UW-Madison Center for International Business Education and Research

UW-Madison International Institute

UW-Madison Language Institute

UW-System Institute for Global Studies

Wisconsin Association for Language Teachers

Wisconsin Association for Supervision & Curriculum Development

Wisconsin Association of Chinese Language Teachers

Wisconsin Association of Independent Colleges and Universities

Wisconsin Association of School District Administrators

Wisconsin Chapter of the American Association of Teachers of German

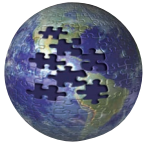
Wisconsin Education Association Council

Wisconsin Library Association

Wisconsin Manufacturers & Commerce

Wisconsin Technical College State Standing Committee on International Education

Wisconsin Technical College System



Comments

The International Education Council Needs YOUR input.

☐ YES, I would like to be involved in the following ways:

Please mail _____ copies of the International Education Recommendations by _____
(specify date needed)

Name: _____

Organization: _____

Mailing Address: _____

Telephone(s):
Day: _____

Evening: _____

E-mail:
Work: _____

Home: _____

Comments: _____

Please mail, fax, or e-mail your request to:

Ms. Phil Hanna / International Education Council
DPI, PO Box 7841, Madison WI 53707-7841.
Tel. (608) 267-9279; FAX (608) 266-1965,
phil.hanna@dpi.state.wi.us

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Elizabeth Burmaster, State Superintendent